ISD CAMPUS Bulletin

March 4, 1994

Volume 2 #26

2 Weeks at a Glance

March

5	7:30 Middle School Wrestling to West Boone Invitational in Thorntown
8	11:00 am - 12:15 pm 1st Graders to Pizza Hut
	3:00 - 5:00 pm SDC 3rd - 5th Graders to Leaps & Bounds ($5)
	4:30 pm Middle School Wrestling at Park Tudor
9	8:00 am - 2:45 pm Some K - 5 students to Pizza Hut Whiteland/Mooresville
10	4:30 pm Middle School Wrestling vs Beech Grove "B"
11	11:00 am - 1:00 pm Father's Luncheon Multi-Purpose Room
15	3:00 - 4:30 pm SDC Kindergarten - 2nd Graders Crazy Olympics - KRC
	5:00 pm Middle School Wrestling vs St. Malachy's
	6:00 pm Girls' Middle School Basketball at Lapel

BiBi Conference

The planning committee for the National BiBi Training Conference is still looking for people interested in representing ISD at the conference.

The theme for this national conference is "Becoming BiBi: A Workshop for Personal and Deaf School Transition." It will be held April 28 - May 1 at University Place. Each participating school is asked to send six representatives to the workshop. ISD is canvassing the school for the following representatives:

Administration	**Deaf Teacher**
Hearing Parent	**Hearing Teacher**
Deaf Parent	**Deaf Community**

Contact Ms. Wendy Whiting Laird, conference planner, at 924-8414 TTY/Voice.

Legislative Reception

Many thanks to everyone who helped with the Legislative Reception held on February 23. Representatives Greg Porter (Indianapolis), Mark Kruzan (Bloomington), and Phyllis Pond (Ft. Wayne), and Courtney Tobin from the law firm of Kreig and DeVault attended as special guests. It was wonderful to see so many staff and parents there. Each department on campus had a display of student work and everyone enjoyed Middle School and K-5 students' performances. Leaders from local Deaf organizations and agencies also attended. It was truly a night to be proud of ISD! Organizers will be meeting soon to begin planning for next year's reception.

Learning Styles

Thirty-six ISD teachers attended "*Teaching to All Students - A Case for Instructional Fairness*," on Saturday, February 26. The presenter helped teachers discover their learning styles and compare their attributes with peers. Participants agreed that the information is valuable. The administration thanks those who "gave-up" their free time to attend.

Welcome!

Marsha Wetzel, ISD's new Athletic Director, assumed her duties on Monday, February 21. Ms. Wetzel completed work in December on her Master's of Athletic Administration from Springfield College in Massachusetts. After graduating from the American School for the Deaf in Hartford, Connecticut, she studied at Gallaudet University, where she earned Bachelor's degrees in both Recreation & Leisure and Physical Education.

While pursuing her educational goals, Ms. Wetzel held several interesting positions, including a summer at the US Olympic Committee's facility in Colorado Springs, Colorado, serving as a grants reviewer. She worked as an R.A. and coached Varsity Basketball at MSSD.

Wetzel is also an accomplished athlete. Gold Medals (Basketball) from both the '85 and '89 World Games of the Deaf attest to her continuing commitment to athletic excellence.

Thought for the Week:

"The way to get good ideas is to get lots of ideas and throw the bad ones away."

Linus Pauling, *American Chemist*

The ISD Campus Bulletin is published weekly during the school year

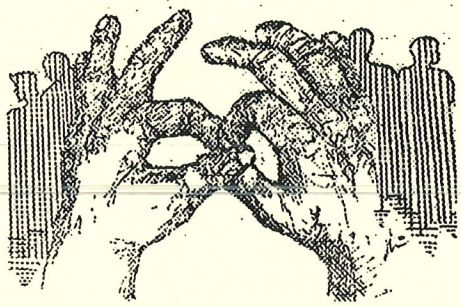
Send submissions to:

Visitor & Information Center
Alumni Hall Room # 122

Deadline - Fridays

Editor - Gary McWhirter

"HATS OFF"



SPECIAL THANKS TO:

Melba Bippus *(Chair)*
Nancy Hardwick
Kathleen Walters
Linda Canty
Steve Reis
Sharon McDaniel
Sandy Surber
Peggy Baldridge
Rachel Stone

for their hard work in the concession stand during the Homecoming game on February 12. It was a huge success!

Geeslin Attends State Conference

FSS Language Assessment Specialist David Geeslin will represent ISD by serving on a panel at the *Building Inclusive Campus Communities* Workshop on Friday, March 4, at the University Place Conference Center. The conference is sponsored by Choices and Resources for Equal Education Rights, The Riley Child Development Center, and the Governor's Council for People with Disabilities.

Laird Visits LEA's

Superintendent Laird will be visiting the Indianapolis Public Schools (IPS) on Tuesday, March 8. Mary Jo Dare, Director of Special Education for IPS, will accompany the Superintendent on a tour of IPS programs for Deaf students. The visit was cooperatively planned by ISD and IPS to ascertain information about both programs and to discuss some common resources.

Students Tour Tech Prep Site

Twenty ISD students from the Eighth Grade and Freshmen class toured the Tech Prep Program at Ben Davis High School on Friday, February 25, along with the ten ISD teachers. They met with Ben Davis students and visited the Industrial Technology, Computer Applications, Geometry, and Computer Aided Drafting classes to learn how Tech Prep classes are conducted. Afterwards, students questioned the Tech Prep Coordinator, Lori Fulford, and three Tech Prep students about the program. ISD will be offering Tech Prep next fall and staff felt it would benefit students to visit a Tech Prep program. Students and staff left Ben Davis excited about the possibilities for technological training through the program. Participants included:

Misty Burdine	**Ron Buterbaugh**	**Yvonne Johnson**
Roger Hutchins	**Christina Edwards**	**Eric Mansfield**
Heather Hyatt	**Adam Gouvan**	**Teresa Huckleberry**
Tynkia Kendrick	**Crystal Templeton**	**Maryann Haskett**
Adom Odenthal	**Jeremy Moore**	**Judy Reynolds**
Marva Sellers	**Josh Powers**	**Mary Kovatch**
Andy Pike	**Mindy Jo Schmidt**	**Becky Smith**
Jason Wilson	**Amanda Stidham**	**Kathy Smith**
Omar Dillard	**Nick Wehrling**	**Robert Wilson**
Jama Games	**Nikki McCormick**	**Dan Stutler**

LRE Redux

The Winter 1993-94 issue of the ***LRE REPORTER***, a newsletter published by the **Center for School and Community Integration at Indiana University**, featured a letter from the mother of a girl with Down's syndrome. This parent presented the philosophy of "inclusion" in the public school and stated that inclusion programs should include ALL students. This perspective of "one program fits all" is not in the best interest of any child with specific needs, especially Deaf children.

Several concerned individuals, including Superintendent Laird, have responded to this research center in hopes that they will investigate the unique needs of Deaf children. The following is an excerpt of Superintendent Laird's letter:

"Inclusion is a major positive trend in education today. Integrating students into the mainstream who once were hidden away has provided positive experiences for both groups of students. Meeting the needs of all students, regardless of their diversity is a worthy and noble effort; however, a 'one size fits all' approach is not practical nor acceptable, especially for Deaf children.

In your newsletter, you featured an article written by Cheryl Porter, the parent of a girl with Down's syndrome. This mother describes the positive inclusion experiences of her daughter, Emily. Please understand, I fully support Emily's right to be a part of her school and community, but the picture would be completely different if she were Deaf. For Ms. Porter to state that inclusion 'must be pervasive, system-wide...and it must apply to ALL students,' and for your center to support that stance, is of grave concern to Deaf people and those who know their needs.

Deaf children are unique to other students that one might encounter in a public school situation. Their 'special need' is full access to a language. Since a spoken language is not fully accessible to them audibly, in EVERY situation in a hearing public school setting, Deaf children miss information. Only through a visual language such as ASL, will a Deaf child have full access to his environment.

This access should never be limited to a single classroom with a teacher who uses spoken English, supporting this with simultaneous signs (which is not a language, but a code for English). Nor should access to the world around the Deaf child be limited to an interpreter who the child follows around, creating a dependent and artificial learning environment void of spontaneous interaction with one's peers.

Language accessibility is the critical need and *right* of every Deaf child. In a school where Deaf children use ASL, nothing is missed. All information shared, whether formally or incidentally, is accessible. In which learning environment is language accessibility least restricted?

A Deaf school which uses ASL provides unrestricted accessibility to language and therefore to the world. For the Deaf or hard of hearing child, the area Deaf school is the *least restrictive environment*. The Deaf school is a non-exclusion school in which students are excluded from nothing, not even the playground chatter.

Being a state-wide resource center funded by the Department of Education, I would hope that the Center for School and Community Integration would do a complete study of the unique needs of every student. I feel obligated to tell you that the Deaf community feels disappointed about any attempt to meet the needs of hearing students, who have full access to the language of the school, that states it must include ALL Deaf children who do not have full access. I encourage you to expand your research to consider the views of the Deaf Community."

ISD appreciates TBC's willingness to allow the CB to reprint their publication

TBC news

is a publication of The Bicultural Center, Inc.

Co-directors

MJ Bienvenu Betty Colonomos

Editorial Board

Mike Byrd Ron Coffey
Eric Deemer Holly Roth
Barbara Kannapell Vicki Grossinger
Janet Sue Weinstock Patrick Graybill

Desktop Publisher

Charles Joseph Halligan

Newsletter Coordinator

Sarah Rauber

Production

Diane Donaldson Teresa Lynch

©1993 The Bicultural Center, Inc. ISSN 1046-8927

Please call us at: (301) 277-3944 tty; (301) 277-3945 voice; (301) 699-5226 fax.

The purpose of TBC news is to provide Deaf activists and their supporters with a forum for the exchange of ideas. We urge YOU to submit articles, letters, drawings, and cartoons that express opinions, ask questions, and share feelings as well as disseminate information.

All submissions should be signed and we encourage you to add a few words about yourself as well. We will withhold your name from publication upon request. Most submissions are edited for length and clarity, but great care is taken to preserve the author's intent.

DON'T MISS A SINGLE ISSUE OF TBC NEWS!

65

❑New subscription ❑Renewal ❑Gift ❑Back issues ❑Change of address

Renewal: Please print code above your name on mailing label.	
Name	
Address	
City	State/Province
Country	Zip/Postal code

BACK ISSUES of TBC news available @ $1.50 each (including Canada and Mexico) and $2.00 each for all other countries (US funds only please). Please circle:

1	2	3	4	5	6	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30	31	32	33
34	35	36	37	38	39	40	41	42	43	44
45	46	47	48	49	50	51	52	53	54	55
56	57	58	59	60	61	62	63	64		

SUBSCRIPTION INFORMATION
(U.S. funds drawn on a US bank, please)

Organization Subscription Rate: $25

Individuals: Suggested donation
$20 *US, Canada, Mexico*
$25 *International*

An additional contribution helps us send TBC news to students and others who can't afford the full price of a subscription.

COMMENTS:

PLEASE IDENTIFY YOURSELF:

_____

(I am Deaf, hearing, parent of a deaf child, interpreter, teacher, friend, curious, etc.)

This space for your previous address or address for gift

Name	
Address	
City	State/Province
Country	Zip/Postal code

Amount enclosed: $_____

— Make Subscription Checks Payable to —
THE BICULTURAL CENTER
5506 KENILWORTH AVE, SUITE 105
RIVERDALE, MD 20737–3106

TBC news

The Bicultural Center January 1994/ No. 65

RESISTANCE TO AMERICAN DEAF CULTURE: TEN REASONS WHY

by MJ BIENVENU

When Americans study cultures from all over the world, they often overlook one that is close to home—American Deaf Culture. For many years we have had to legitimize the language of the Deaf community, ASL. Now it seems that people are equally resistant toward the notion of American Deaf Culture. While many of us know in our hearts that there is a Deaf Culture, often it is difficult to find convincing arguments when faced with strenuous opposition.

In the past I have tried to persuade people by explaining what elements comprise a culture, and how American Deaf Culture fits the definition. But now I am trying a new approach, which is to point out how, historically, American Deaf Culture has been disregarded, along with possible reasons for the lack of attention. Throughout this article you may notice how people have used language to maintain power and to keep minorities, such as Deaf people, oppressed. Perhaps upon further analysis, we may understand why ASL and American Deaf Culture are not yet recognized in America.

Ethnocentrism

People are ethnocentric, which means that they think their culture is the best and the most "normal" of all cultures. In general, people growing up in America have been taught that everyone should have five senses. Therefore, if someone cannot hear, they are handicapped. When people imagine what it is like to be Deaf, it is no wonder that they focus on the loss of their own experience of sound, such as music and birds chirping. Also, because many people equate language and speech, they assume that it is not possible for a Deaf person to have a language.

Furthermore, since many Americans believe that Deaf people are handicapped, it is a far stretch of the imagination for them to concede that we indeed have a culture. I can certainly attest to the erroneous perceptions of people. While growing up, I was asked some rather odd questions by well-intentioned individuals who inquired whether I could eat, if I could drive, and, believe it or not, I was even asked once if I could think!

Language Bigotry

Along with ethnocentrism, there is a trait which Harlan Lane has written much about called *language bigotry*. This is the perception that, "My language is the only true language; all others are impoverished and cumbersome—in fact, not true languages at all." In 1980, Dr. Lane gave a presentation at Gallaudet in which he gave two examples of how the power of a majority culture can be used to annihilate a language.

One form of this is called *replacement*. Oralism is a good example of this. Almost 100 years ago, people tried to replace ASL with oralism by banning signing in many schools for the Deaf. Rather than allowing Deaf Americans to become competent bilinguals, they were forced to be monolinguals in spoken English.

Another successful method of eliminating a minority language is known as *dialectization*. This is a systematic method which forces the minority language to become a part of the majority language—a kind of linguistic mainstreaming. One good example of this in the Deaf Community is the forced teaching of Manually Coded English (MCE) in many schools for the Deaf. The children who have grown up devoid of ASL in mainstreamed classrooms have no native language.

No Deaf City, USA

Another reason why people find it hard to accept that Deaf people have a culture is that we lack a central geographic location. When people experience another culture, there is generally a place where they can go to observe a specific group of people and their customs and materials. A culture usually suggests something different; therefore, Americans feel that it cannot exist separately within our own country.

Some people travel to foreign countries or go to museums or reservations to learn about different cultures. Deaf people, however, are scattered throughout the country.

There is no museum about the culture and language of Deaf people, and Deaf people in America eat hot dogs and apple pie and wear jeans and t-shirts. No wonder people get so confused when they hear the term American Deaf Culture!

Actually, if you look more closely, Deaf people do gather together geographically. We go to residential schools, we have clubs serving Deaf people, we have state and national associations of the Deaf, we have athletic associations of Deaf people and we have religious organizations for Deaf people. True, we don't have a convenient state or a country which people can come to visit. It takes a little effort for people to become aware of our events in order to be able to observe the culture of Deaf people.

Only 10% Acquire ADC From Family

One thing that distinguishes American Deaf Culture (ADC) from other cultures is that only a small percentage of Deaf people acquire the culture directly from their parents. Typically, a child will acquire language and culture from her or his parents, the environment, and peers. However, 90% of Deaf people are born to hearing parents who are not members of ADC and, therefore, the children are not enculturated until later, when they attend schools for the Deaf. Most of them acquire culture from older students and the 10% of Deaf children born to Deaf parents who serve as language and cultural models.

Blocking Recognition of ASL

Another barrier in the acceptance of ADC has been the lack of recognition of ASL as a language. Since Dr. William Stokoe first recognized that there was indeed a unique language used when Deaf people communicated with each other, there has been extensive research done on ASL. ASL has been repeatedly proven to be a language in its own right, separate from English. It is unfortunate that many people who work with Deaf people still find this hard to acknowledge.

In 1980, François Grosjean wrote, "It is a well-accepted notion among sociolinguists that language is not just an instrument for communication. It is also a symbol of social or group identity, an emblem of group membership and solidarity." This shows how powerful language can be; it is not simply a communication tool, but it frames one's identity as well. Therefore, when ASL is not recognized and legitimized, Deaf people are powerless.

The Department of Education, which oversees the Bilingual Education Act (BEA), and the Office of Bilingual Education and Minority Language Affairs (OBEMLA) do not yet recognize ASL as a language. There have been numerous efforts to have ASL recognized by the federal government, but there are some influential people who are opposed to ASL who have impeded the process. The fight for recognition of ASL is currently being waged state by state. As of this writing, approximately 15 states have recognized ASL as a foreign language and/or as acceptable for academic credit; another 15 states are in the process of recognizing it.

Deaf Community ≠ Deaf Culture

Another confusing layer to this discussion is that not all people who are deaf are members of ADC. This is not so unusual, but it confuses most people who assume that the only criteria for membership in ADC is a hearing loss. Currently, in the USA, it is estimated that there are 20 to 22 million people with some degree of hearing loss. Culturally Deaf people are estimated to total between 1 and 2 million.

There are many deaf spokespersons who do not represent culturally Deaf people. I have no complaint if they speak for people who are hard of hearing, or those with similar experiences. But, often they are asked to discuss issues of importance to the community of culturally Deaf people.

A person who becomes deaf at a later age typically has not been enculturated and does not well represent the opinions of a Deaf person who grew up within the community. Hearing people often ask them questions about Deaf culture because they may have intelligible speech and are "easier" to communicate with than Deaf people who use ASL.

Legislation Promotes Disabled View

The implications of the lack of recognition of our language and culture are enormous. Laws which, at the time, were thought to advance the opportunity for Deaf people (Section 504 of the 1973 Rehab. Act, PL 94-142, etc.) actually ended up threatening the community and damaging the education of many deaf children through poor quality interpreters and instructors.

This may be seen by some people as a sacrilege, but in my opinion the Americans with Disabilities Act is another law that is great for people with disabilities, but not so for Deaf people. It again perpetuates the idea that Deaf people are disabled. By grouping us all together, it overlooks linguistic and cultural differences within the greater Deaf community. While it is true that Deaf people have derived some benefits from the ADA, like captioned television and TTYs in public places, the price we are paying is very high.

Deaf people should more appropriately be grouped with other minority cultures—whose needs are similar in areas of service, recognition, and education. Language is the critical difference—not the physical features of people.

Pathological Mindset in Education

For many years people have lamented the failure of Deaf education, and for good reason. Harlan Lane points out that

in 1867 all 26 American schools for the Deaf used ASL as the language of instruction, but in 1907, after oralism advocates prevailed, all 139 schools in America banned the use of ASL. I am left wondering if the education of Deaf children has always been a failure, or if it only began to deteriorate after oralism emerged. It seems to me that when schools for the Deaf were first founded—and when they allowed ASL in the classroom—education was not a problem. Then oralism (and SimCom, etc.) spread, and with it the illiteracy of Deaf children.

Because many look upon deafness as a handicap, teachers consistently have low expectations of Deaf children's abilities to learn. So much of the curriculum is focused on speech and writing that other content areas—like geography, science, and mathematics—are neglected Then, when Deaf children don't do well in various subjects, their hearing loss is blamed.

This abysmal cycle continues. In many programs for instructors in Deaf Education, there are no ASL proficiency requirements. Often, these preparation programs focus on speech, audiology, language deficiency, and psychology, with very little emphasis on the science of education. Consequently, many students in these programs come in and out with a negative view of Deaf children and adults.

As an example of this pathological slant, Steve Nover, a Ph.D. candidate at the University of Arizona, is conducting a study of requirements for the Certificate of Educating the Deaf, the CED. He found that 94% of the questions on the certification examination were related to what are called "problems of deafness"—audiology, speech therapy and so on. Only one question related to Deaf culture and it was very superficial, relating to a TTY. Denying Deaf people qualified instructors who know about the students they are supposed to teach only serves to further the oppression.

Communication is "Good Enough"

People often confuse the meaning of *language* with *communication*, thinking that they are synonymous. In fact, they are very different. We use language to communicate—however, *communication* does not always mean that language is being used. For example, you can project body signals without the use of any language at all and successfully communicate an idea to the receiver (i.e. a scowl, crossed arms, eyes wide open in surprise). In 1991, Dr. Kathy Jankowski wrote, "Without language we cannot hold an in-depth, intellectual conversation and discuss abstract ideas, such as politics, love relationships, or even what clear communication is, for that matter." Clearly, we need language in order to communicate complex ideas and abstract thought.

In the school system, people will often tell me, "At least we are communicating," when it is obvious that a *language* is not being used. What does this mean? Most likely, only superficial communication has occurred, which, from the hearing speaker's perspective, is "good enough."

Is it "good enough" when the education of young deaf children is at stake? Is it "good enough" when Deaf adults need access to sophisticated information for their own growth and professional development? We have reached a time when "good enough" is no longer acceptable. As Deaf children and Deaf adults, we need access to a full language.

Scientific Community Wants to Cure

Because Deaf people are viewed as disabled, rather than a cultural and linguistic minority, it is easier for experimental technologies to be used, often in the name of medical science. One clear example of this ethnocentric research can be seen in the invasive cochlear implants which are performed on deaf children. In general, the Deaf community has no complaint with the fact that some deafened adults wish to have their hearing partially restored by this surgery. However, we strongly protest the practice of this experimental surgery on children.

Until such time as the medical community has more complete information, deaf children are being used as guinea pigs. Also at issue is the future of Deaf culture. By continuing the practice of cochlear implants on Deaf children, Americans are encouraging the genocide of a vibrant and valuable American culture—American Deaf Culture.

It's Up to Us: Deaf Activism

People in majority cultures often cleverly use language to maintain power. Throughout history, people have tried to control activism by branding certain individuals as *radical* or *militant,* such as Malcolm X or Desmond Tutu. There is no difference when it comes to activism in the Deaf Community.

An activist is a person who fights for the rights of her/his own people, or in support of another group or cause. An activist is someone who has strong convictions and is willing to speak out. Yet, all too often the majority culture exercises the power of language and tries to turn this positive image into a negative one by using labels such as *militant* or *radical*. This tactic is often successful, for when others see the label, they begin to doubt and distrust the motives of the activist. I see this happening with great frequency in our fight for the recognition of ASL and American Deaf Culture.

We cannot wait for change to come from the outside—it must start from within. I'm sure you've seen the expression, "Either you are part of the solution or part of the problem." I ask you to stop and decide, will you be part of the solution? ■

ASBESTOS HAZARD EMERGENCY RESPONSE ACT

Annual notification to Employees and Student Representative Groups concerning the EPA's ***Asbestos Hazard Emergency Response Act.*** Federal Register 40 CFR @ 763.93 (10)

The school is required to notify employee and student representative groups of progress and related activities concerning the AHERA Management Plan on a yearly basis.

AHERA requires all Local Education Agencies K-12 to inspect for the presence of Regulated Asbestos Contained Materials used during construction, and document information in a management plan. The inspection assesses the condition of materials, estimates quantities, takes samples to identify material type (after analysis) and documents information in a written report. The Management Plan explains how the school manages or abates the asbestos.

A copy of the Management Plan is located in the Superintendent's Office.

Contact John Rahn, Physical Plant Director @ EXT 143 TTY/Voice, Jeff Toutant, Assistant Superintendent for Business Administration @ EXT 401 TTY/Voice, or Superintendent Laird @ EXT 132 TTY for additional information.

Recent Workshops

Union Training

Greg Wright	Donna Stutler	Cherie Coffey
Cindy Lawrence	Danny Cooper	Louise Fitzpatrick
Laurene Gallimore	Rusty Crace	

Learning Styles

Susan Hocker	Dan Stutler	Judy Reynolds
Linda Lloyd	Linda Groogan	Carrie Hendrickson
Pat Pullum	Kay Sellers	Toni Wolfe
Monica Wall	Ted Myhre	Nancy Thomas
Sharon Baker	Jim Frenchik	Jerry Thixton
Bob Canty	Bea Pfaff	Ella Elkins
Jess Blackwell	Jackie McBroom	Maryann Haskett
Lou Ott	Nick Gulde	Diane Battiste
Linda Cooper	Jerry Cooper	Carol Wild
Ron Borron	Kathy Smith	Kathleen Robertson
Leithia Whited	Chris Walters	Carol Keller
Bruce Peters	Donna Frank	Mike McGeath
Eric Mansfield	Linda Canty	Teresa Huckleberry

Library Notes:

As part of ISD's Black History Month celebration, the library has displayed a variety of books and materials of famous black people and special events. The library recently received three new posters:

Abolitionist Period

Slavery in America

The Civil War

The list of books and materials added to the library collections since last November has been sent to all teachers and department heads. Please contact Coordinator of Library Services Linda Canty for copies of the list.

The library recently received Gallaudet University's 1993 annual report, *Pre-College Programs: A National Mission.* Contact library staff for assistance locating this resource.

The new Mac computer workstation (CD-Rom), generously donated by the Indianapolis Foundation through the efforts of CIALSA (Central Indiana Area of Library Service Authority), is ready for use. Thanks to Dave Tester and David Geeslin for their hard work in setting up the workstation and installing the CD-Roms in the computer. Please ask Linda Canty for a demonstration ahead of time. A list of available IBM and MAC CD's will be sent to teachers as soon as it is complete. Please contact Linda Canty for copies of this list.

Deaf History Unveiled: Interpretations from the New Scholarship by John Vickrey Van Cleve is missing from the library. This recent acquisition is a valuable tool for Deaf Studies and was featured in the Book Review in Gallaudet Today, Winter '93 - '94 issue. Please return it to the library as soon as possible!

Staff Development News

ISD's Comprehensive System of Personnel Development (CSPD) Committee is required by Indiana Rule S1 to develop a training plan for the entire school. The law mandates positions which must be represented on the committee:

Building Supervisor	Louise Fitzpatrick
Regular Education Teacher	Ted Myhre
	Kathy Smith
	Leithia Whited
Special Education Teacher	Becky Smith
Paraprofessional	Lucy Kramer
Related Service	Rae Wampler
	Kara Knebel
Parent	Mary Rice
PTCO	Deb Robarge
Chair	Mary Alice Moon

The CSPD committee is in the process of visiting every department/center on campus to present its proposed six-year plan. Staff is encouraged to discuss the plan with colleagues and forward suggestions to the committee within two weeks. If the committee doesn't hear from any interested individuals, it will assume that it has ISD's support and will begin making plans for the future based on the proposed plan.

Playing Around

The 19th Annual Early Childhood Conference Sponsored by Ball State University. This April 9 conference will offer 33 workshops. Registration is $28 prior to March 18, $35 after that date. The fee includes lunch (cannot be guaranteed after March 18).

Cultural Diversity

This course identifies advantages of a culturally diverse workforce. Behaviors that block authentic relations between people due to culture, race, gender, age, or sexual orientation will be addressed. Offered March 10, 9 am - 12 pm at the State Training Center. There is no charge for this course.

Achieving Organizational Missions - Planning, Goal Setting, and Evaluating Performances

Participants will become familiar with the strategic planning process; the role that organizational analysis should play in strategic and operational planning; and the importance of clearly articulated strategic priorities, goals and objectives, and aligned action planning in successful organizations. This workshop will be held March 21 from 8:30 am - 4:30 pm at the State Training Center. There is a $50 registration fee.

Performance Appraisal for Supervisors and Managers

This class describes the specific steps involved in evaluating the job performance of subordinates. Areas discussed include:

- Defining and prioritizing responsibilities
- Defining performance criteria
- Documenting job performance
- Performance appraisal form, comment sheet and improvement plan
- The appraisal interview

The class will be held March 23 from 9:00 am - 3:30 pm at the State Training Center. There is no charge for this class.

Other Workshops

Professional Telephone Skills

How to Supervise People

Total Quality Management

How to Manage Projects, Priorities, and Deadlines

Transfer Opportunities

(In-House Only)

Posted: March 3, 1994 Deadline: April 7, 1994

Title:	Assistant Superintendent for Education (Supervising Teacher position)
Status:	Non-Merit
Department:	Education
Building:	Alumni Hall
Shift:	Flexible
General Description:	Overall responsibility in all matters pertaining to education, staff development, and learning resources.

Title:	Assistant Superintendent for Family and Student Services (Supervising Teacher position)
Status:	Merit
Department:	Family and Student Services
Shift:	Flexible
General Description:	Overall responsibility for the operation of the Family and Student Services Center

The Job Announcement board by the ISD Personnel Office, Alumni Hall Room G19, has more information on the preceding two positions.

Title:	Director of Learning Resource Center (Supervising Teacher position)
Status:	Merit
Department:	Learning Resource Center
Shift:	Flexible
General Description:	Overall responsibility for the operation of the Learning Resource Center

TRANSFER OPPORTUNITIES
(in-house only)

Re-Posted: March 3, 1994 Deadline: March 10, 1994

Title:	Adjustment Counselor (Institutional Teacher position)
Department:	FSS: Support Services
Shift:	Evenings

OOPS! This position is re-posted due to an error in the previous posting. The shift will be EVENINGS, not days.

Welcome New Employees

Marsha Wetzel, *Athletic Director*
Deborah Avant, *Cook in Brown Cafeteria*
Janice Moore, *Cook in Brown Cafeteria*
Barbara Goers, *Substitute Audiologist*

Student Enrollment *As of February 28, 1994*

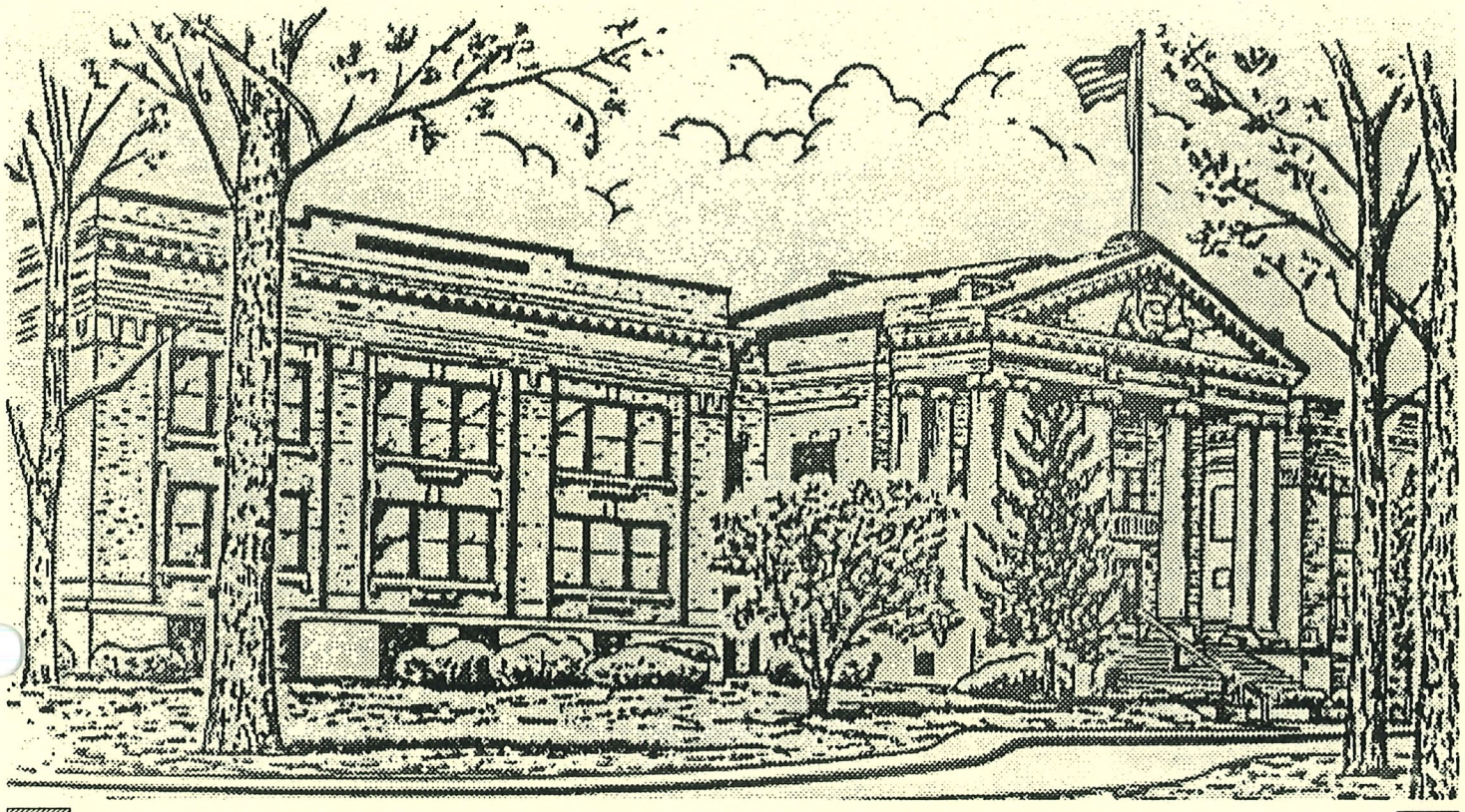
Welcome:

Barissa Gant
Marion County
0-5

Farewell:

N/A

High School	95
Middle School	73
Grades K-5	100
0-5 Program	50
TOTAL:	318



Student Employee *of the Week*

This week's Student Employee of the Week is **Sonia Williams**. Last fall Sonia worked after school and on weekends as a Stock Clerk/Bagger at a Marsh Foods near her home. She enjoyed the job and the extra income. In September, Sonia gave Marsh "two week's notice" and took a new position with National City Bank.

Sonia works as a Processing Clerk on the 5th floor at Merchant's Plaza at the corner of Illinois and Washington streets in downtown Indianapolis. Sonia's boss reports that she is doing a really good job. Sonia recently met some ISD graduates who work for the bank (Richard Noel looks very handsome in the shirt and tie he must wear for work).

Sonia plans to attend college in the fall. She is considering the health care professions. ISD is proud of Sonia and wishes her good luck in the future.

ISD Menu

Week of March 7th - 13th

	Breakfast	*Lunch*	*Dinner*
Mon 7th	Apple Juice or *Assorted Juices *Dry or *Cooked Cereal Waffles & Syrup or *Scrambled Eggs Sausage Toast and Jelly	Cube Steak and Gravy or *Sweet & Sour Oriental over Chow Mein Noodles *Egg Roll Seasoned Rice Green Beans Bread and Butter Pudding Tart with Topping	Spaghetti & Meat Sauce or *Chicken & Noodles Mixed Vegetables Texas Garlic Bread Peaches
Tues 8th	Blended Juice or *Assorted Juices *Dry or *Cooked Cereal Hard-Cooked Eggs or *Scrambled Eggs Bacon Toast and Jelly	Baked Pork Cutlet on Bun or *Frank on Bun French Fries *Breaded Tomatoes *Baked Beans Hot Blueberry Cobbler with Ice Cream	Fish Square with Tartar Sauce or *Cabbage Rolls Fried Potatoes & Onions Spinach Bread and Butter Jello with Topping
Wed 9th	Orange Juice or *Assorted Juices *Dry or Cooked Cereals Fried Eggs or *Scrambled Eggs Ham Nutty Caramel Danish	Grilled Cheese Sandwiches or *Beef Pot Pie Potato Planks Plantation Soup *Nachos Cookies & Cream	Swiss Steak or *Egg Salad Sandwiches Parsley Potatoes Brussels Sprouts Bread and Butter Jello with Topping
Thur 10th	Grape Juice *Assorted Juices *Dry or Cooked Cereals Scrambled Eggs or *Hard Cooked Eggs Sausage ISD Breakfast Muffin Toast and Jelly	Fried Chicken or *Glazed Ham Baked Dressing with Gravy Seasoned Peas Homemade Yeast Rolls Chocolate Cake with Icing	Baked Pork Chop or *Macaroni & Cheese Mashed Potatoes with Gravy Broccoli Bread and Butter Pineapple Sherbet
Fri 11th	Orange Juice or *Assorted Juices *Dry or Cooked Cereals Poached Eggs or *Scrambled Eggs Bacon Cinnamon Apple Coffee Cake	Fathers' Luncheon Taco or Cheese Manicotti Pintos & Cheese Corn Salsa/Taco Toppings/ Sour Cream Orange Dream Bar	
Sat 12th			
Sun 13th			Brown Cafeteria Cheeseburger on Bun Chips Sandwich Toppings Assorted Fresh Fruit

**Brown Cafeteria Only. Salad bar served lunch and dinner. Selective menu at all meals.*

Willard - salad bar daily at lunch.

Meal tickets may be purchased from Nancy Hardwick in Alumni Hall Rm G15, 7:30 - 11:00, 12:00 - 3:30.
Milk is served at all meals.
Menu is subject to change without notice.